



Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

Condition: Welsh Language

A provider registered with or funded by Medr **must** take all reasonable steps to:

- promote and encourage greater use of the Welsh language across the provider, so that people – including staff and learners – can use the language naturally in their daily lives
- increase demand for, and participation in, tertiary education delivered through the medium of Welsh and, where offered, Welsh as a subject

Where appropriate, providers **must** also take all reasonable steps to:

- promote and encourage the carrying out of research and innovation activities which support the Welsh language

Condition Category

This is an ongoing condition of registration. This is a condition of funding.

Legal Basis

Section 28 of the **Tertiary Education and Research (Wales) Act 2022** (the Act) enables Medr to determine and publish general ongoing registration conditions.

Section 6 of the Act sets a strategic duty for Medr to promote the carrying out by relevant persons of research and innovation and of activities related to research and innovation through the medium of Welsh.

Section 9 of the Act sets a strategic duty for Medr to promote tertiary education through the medium of Welsh.

Under Sections 90, 99 and 104 of the Act, Medr is able to impose terms and conditions of funding in relation to this condition.

Under Sections 105 and 106 of the Act, Medr is able to impose terms and conditions on financial resources provided by the Commission for research and innovation.

Rationale for Imposing the Condition Under Section 28

Medr has a significant role to play in fostering a vibrant culture where the Welsh language can thrive, and in contributing to the Welsh Government's ambition to achieve one million Welsh speakers and to double the percentage of people using Welsh daily by 2050, as set out in its Cymraeg 2050 strategy and now established as a statutory target under the Welsh Language and Education (Wales) Act 2025.

The 2021 census noted the lowest proportion of Welsh speakers reported by a census, emphasising the challenge we face in reversing the language shift. We acknowledge that the tertiary education sector plays a key role in planning Welsh language education. It is vital therefore that there are seamless pathways for learners to develop, maintain, and use their Welsh language skills throughout their tertiary education journey, equipping them to use those skills in the workplace and in informal contexts.

In line with Sections 6 and 9 of the Act, and in light of passing the Welsh Language and Education (Wales) Act 2025, Medr has a strategic role as the funder and regulator of tertiary education in Wales to ensure we have oversight of Welsh language education in this sector. We recognise that we have a role to play, in collaboration with our partners, in ensuring that tertiary learners and the education workforce are able to move further along the Welsh language skills continuum over time.

The Coleg Cymraeg Cenedlaethol has been designated by Welsh Ministers to provide advice to Medr on its statutory duties relating to the Welsh language. The Coleg Cymraeg Cenedlaethol has provided advice on this condition and will continue to advise Medr as it implements its strategic plan.

Medr has set out in its strategic plan an aim *to encourage greater use of the Welsh language, increasing demand for and participation in learning and assessment through the medium of Welsh*. Supporting the delivery of this strategic aim is a commitment for Medr to work with stakeholders, including the Coleg Cymraeg Cenedlaethol, to develop and implement a National Plan for the Welsh Language in Tertiary Education. This plan will aim to increase and improve the provision and promotion of Welsh-medium education and assessment, increasing participation, enabling seamless pathways for Welsh-medium education, and encouraging collaboration.

This regulatory condition has been developed to enable Medr to use its regulatory tools to deliver the aspirations to be set out in the National Plan for the Welsh Language in Tertiary Education. The regulatory condition will be reviewed on an ongoing basis to take account of the development of the National Plan. This regulatory condition **should** be read in conjunction with the Quality Framework, which provides advice on how providers can demonstrate that their provision is of good quality, including in supporting practitioners and providing opportunities to

engage with and enhance the delivery and use of the Welsh language.

Providers across Wales subject to this condition will have differing experiences and history of operating in Welsh, as well as delivering Welsh-medium provision and of carrying out research and innovation which supports the Welsh language. They will also vary in terms of size, mission, learner demographic and types of provision. Medr recognises that providers will be starting from different points on their journey and will regulate proportionately in that context. Over time Medr expects that all providers will develop their capacity to use, promote and support the use of the Welsh language across their services as a provider, through their education provision and through their research and innovation activities.

Compliance Requirements

1. Welsh Language Strategy

The Governing Body of the provider, or equivalent body, **must** publish and maintain a Welsh Language Strategy. This strategy **should** set out how the provider will:

- promote and encourage greater use of the Welsh language across the provider
- increase demand for, and participation in, tertiary education delivered through the medium of Welsh and, where offered, Welsh as a subject

Where the provider is an institution which undertakes research and innovation, they **should** also set out how they will:

- promote and encourage the carrying out of research and innovation activities which support the Welsh language

This strategy **must** be monitored and evaluated by the provider, building on good practice identified by other organisations. Providers **must** evaluate and, where appropriate, amend their strategy at intervals of no more than five years. Learners **must** be engaged in the development, monitoring and evaluation of the strategy, in line with the Learner Engagement Code.

Progress of delivery against the strategy **must** be reported through the provider's governance structures, along with the outcomes of any impact assessments conducted.

2. Promoting and encouraging greater use of the Welsh Language across the provider

The provider **must** set out in their Welsh Language Strategy how they will promote and encourage greater use of the Welsh language across the provider so that people – including staff and learners – can use the language naturally in their daily lives. This element of the Welsh Language Strategy **should**:

- set out how the provider will promote the Welsh language, its value, and the benefits that the language brings to learners and staff
- set out how the provider will promote and encourage both formal and informal

- opportunities for their learners and staff to develop their lifelong Welsh language skills, so that they can move further along the Welsh language skills continuum
- take account of any other relevant regulatory conditions or schemes relating to offering Welsh language services across the provider, such as the Welsh Language Standards and the Cynnig Cymraeg (the Welsh Offer)

Universities and colleges are already subject to [Welsh Language Standards](#), which were established under the Welsh Language (Wales) Measure 2011, and are required to report on compliance with these standards annually. Compliance with these standards will help assure us that providers are meeting baseline standards to encourage greater use of the Welsh Language.

Where a provider is not subject to Welsh Language Standards, they **must** work with the Welsh Language Commissioner to develop context-specific, proportionate plans that improve their offer to users of their services over time, through the [Cynnig Cymraeg](#).

Where it is appropriate, providers **should** also consider how they plan to go beyond meeting the standards or Cynnig Cymraeg plans when setting out this element of the Welsh Language Strategy.

3. Increasing demand for, and participation in, tertiary education delivered through the medium of Welsh and, where offered, Welsh as a subject

The provider **must** set out in their Welsh Language Strategy how they will increase demand for, and participation in, tertiary education delivered through the medium of Welsh and Welsh as a subject. This element of the Welsh Language Strategy **should**:

- set measurable outcomes for increasing demand for, and participation in, Welsh-medium tertiary education and, where offered, Welsh as a subject, including amongst under-represented groups
- reflect the provider's contribution to the National Plan for The Welsh Language in Tertiary Education when published
- take account of other regulatory conditions set by Medr
- set out how the provider will promote Welsh-medium provision, where this is available
- be embedded in the broader strategic planning of the provider, ensuring that quality of provision and learner experience is maintained
- consider what workforce capacity may be required to support more learners to participate in Welsh-medium tertiary education and Welsh as a subject
- be clear on how the provider will work with the Coleg Cymraeg Cenedlaethol and the National Institute for Learning Welsh
- take account of strategies developed by other local, regional and national providers to support a coordinated and learner-centred approach to provision planning
- identify opportunities to collaborate with other providers to increase demand for, and participation in, Welsh-medium tertiary education and Welsh as a subject
- be developed, monitored, and evaluated with learners, in line with the Learner

Engagement Code

Providers' ability to respond to increasing demand for Welsh-medium tertiary education will vary across the sector and we acknowledge the capacity to expand this provision will need to be developed over time. This element of the Welsh Language Strategy **should** be proportionate to the size, mission, workforce capacity, subject offer and regional context of the provider, acknowledging the challenges and opportunities they face in planning, developing and delivering this provision.

Providers' admissions and enrolment processes **should** consider the language skills of learners in order to allow for continued development of their Welsh language skills in the context of their studies, at an appropriate level, including through Welsh-medium study. Providers **should** ensure that learners have access to the necessary information and support to facilitate these choices.

Providers **should** consider how this element of their Welsh Language Strategy aligns with the National Framework for Welsh Language Education and Learning Welsh, prepared by Welsh Ministers under Section 24 of the Welsh Language and Education (Wales) Act 2025, once the National Framework is published.

Providers **should** also align the development of relevant learning programmes with the Code to describe Welsh language ability, prepared by Welsh Ministers under Section 6 of the Welsh Language and Education (Wales) Act 2025, once the Code is published.

4. Promoting and encouraging the carrying out of research and innovation activities which support the Welsh language

Where the provider is an institution which undertakes research and innovation, they **must** also set out in their Welsh Language Strategy how they will encourage their researchers, including staff and student researchers, to carry out research and innovation activities which support the Welsh language.

The scope of such research and innovation activities could include:

- research in a range of academic subjects carried out through the medium of Welsh, in whole or in part
- research into Welsh as an academic subject
- pedagogical and educational research in the Welsh language context
- language planning and policy research in the Welsh language context

Monitoring

Medr will monitor compliance with this condition in the following ways (for definitions of these, please see Medr's approach to monitoring):

- **Annual Assurance Returns:** providers will be expected to self-declare and submit evidence that they have met the compliance and continuous improvement requirements of the condition

- **self-evaluation:** through publishing and maintaining a Welsh Language Strategy, which will be monitored and evaluated by the provider
- **learner surveys:** in instances where outcomes of surveys relate to the Welsh Language Condition
- **publicly available information:** the accuracy, accessibility, and clarity of information, such as websites, prospectuses and recruitment materials, where it relates to provision available through the medium of Welsh, may be useful indicators of compliance
- **Estyn & QAA reviews:** in instances where outcomes of reviews relate to the Welsh Language Condition
- **independent sources of assurance:** for example, the Welsh Language Commissioner
- **regulatory concerns submissions and complaints monitoring:** in instances where concerns to Medr, or analysis of complaints data, identify themes or systemic issues that relate to compliance with the Welsh Language Condition
- **Reportable Events:** in instances where those events relate to the Welsh Language Condition
- **data monitoring:** annual monitoring of data and information related to the Welsh Language Condition, including that shared with us from other organisations that monitor providers, such as the Coleg Cymraeg Cenedlaethol and the Welsh Language Commissioner, to reduce duplication of effort
- **engagement activities:** at either provider or sector level, Medr will engage with providers in reviewing how advice or guidance is considered

Where Medr considers that the provider is at risk of breaching this condition, it may require additional information to be provided, may put in place additional monitoring and potentially require an action plan.

Medr will use data and intelligence to inform its assessment of providers' compliance with the condition. This may include:

- relevant strategies including but not limited to a strategy to increase demand for and participation in tertiary education delivered through the medium of Welsh, including any associated operational plans and evaluation frameworks to monitor delivery progress and achievement
- learner data submitted by a provider through the LLWR or HESA student record
- staff data from the Education Workforce Council register, the HESA staff record and other sources
- Medr staff meetings with strategic leads
- intelligence received from engagement with strategic partners such as the Coleg Cymraeg Cenedlaethol or the Welsh Language Commissioner
- outcomes of quality assurance visits, inspections or reviews
- providers' self-evaluation reports and professional learning strategies
- evidence from learner and staff surveys
- learner voice from a range of mechanisms including learner voice surveys, complaints and through engagement with learner representatives
- reportable events or complaints.

The frequency of Medr's engagement with providers will be determined by the extent

to which Medr is assured that the provider is complying with the condition, this will be done on a risk basis.

Medr reserves the right to call in providers' strategies, audits and reports through their governance structures to inform its assessment of compliance.

Providers with a prior record of non-compliance, deteriorating trends in data or identified as at risk of future non-compliance may be subject to increased scrutiny. Failure to comply with monitoring requirements will prompt further investigation and possible interventions.

Review and Amendment

Medr will regularly review this condition to ensure that it aligns with evolving sector needs, policy changes, and feedback from stakeholders.